**Social and Emotional Learning**



**Building school practices for a positive school climate and culture for student learning.**

**Educators learn to:**

Use alternative pathways to deal with oppositional and defiant behaviors in students.

Recognize and modulate own emotional response to classroom and school environment.

Address actual source of student behavior and provide appropriate positive intervention.

Incorporate SEL skills into the curriculum and lesson plans.

Create a positive school culture and climate.

**Program Outcomes**

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| CASEL FRAMEWORK  Mindfulness for Teachers  - Adults  Collaborative Problem Solving  - Students  (Tier 2)  Evidence-based SEL programs  - Students  (Tier 1)  The RULER Approach - Students  (Tier 1) and Adults |

**The Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework**

The demands of teaching have changed greatly over the past decades. More and more educators have to address social issues in the classroom. Children are underprepared to deal with the demands of the environment around them, which may translate as behavioral issues. AED believes that “kids do well if they can,” rather than the old idea of kids do well if they want to. Schools should include teaching social and emotional literacy to the curriculum to give students the tools to handle their environment. The Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework helps schools assess their needs and their resources in implementing and supporting social and emotional learning (SEL).

The SEL school practice supports provided by AED allow a school to address the needs of both adults and students to acknowledge emotions that stem from the environment and appropriately respond to the emotions and refocus energies on academic learning. AED recommends incorporating the following approaches into school practice. These approaches collectively address the SEL needs of adults and students inside the classroom and at school.

**Mindfulness for teachers** **–** Provides the teacher a means to modulate his or her own responses and prevent an exchange with a student from becoming highly charged. With the ability to manage stress levels in a high demand environment, the teacher can make clearer judgments and decisions to a child’s maladaptive behavior.

**Collaborative Problem Solving** **–** Encourages teachers to concretely assess a student’s lagging skills, understand the barriers to his or her learning, and in a safe, supportive environment begin to walk the student through understanding his or her behavior in class and work towards a mutual solution to change the maladaptive response. This allows the student to be responsible for his or her behavior and develop social and emotional skills.

**Evidence-based SEL programs for homeroom or advisories –** AED will facilitate a school’s teacher-led team through its assessment of needs and resources in meeting the SEL development of students, and select an evidence-based program such as Tribes, Second Step, or Resolving Conflicts Creatively, to name a few, based on the school team’s assessment and feedback from the school community.

**The RULER Approach** **–** Provides a systemic approach to helping adults and students to “Recognize, Understand, Label, Express, and Regulate” their emotions. Phase 1, of the two-year commitment, educates school administration and teaching staff on RULER. At the end of Phase 1, the school is ready to implement SEL into the curriculum and teach students how to Recognize, Understand, Label, Express, and Regulate to create an “optimal learning environment.”

SEL and Its Impact on School Practice



* SEL school assessment (Adapted from CASEL tool 13)
* SEL implementation rubric for individuals (Rubric from CASEL toolkit)
* Focus groups to understand shareholders perspective and begin a collective conversation

Outcomes for SEL

* Reduced student behavior issues, especially in suspensions and referrals
* Improved teacher job satisfaction, and student learning satisfaction, and shift the focus to improve lesson planning or classroom management, or alignment to learning standards